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WHITWORTH COLLEGE

Campanile Call

Combining the ALUMNI REVIEW and
the WHITWORTH COLLEGE BULLETIN

MAY, 1960

Jim Quigley

"QUOTES"

From the Warren Travel Letters

EDITOR'S NOTE: Dr. and Mrs. Warren have kept the Campus informed concerning their world tour with regular letters. To share these interesting notes we have extracted the following . . .

JAPAN

"Tokyo has changed radically in the last few years and today is the center of a nation whose head may be bloody but certainly is unbowed. In the entire week we saw but one beggar. Everybody seems to be working and, in spite of a disastrous war, the economic life of the nation is at its highest. It is a far cry from the Japan we lived in from 1925 to 1932.

"From a religious standpoint my brief trip to Hakone, Japan was most significant. Bob Pierce and a group of strong leaders, including Dr. Paul Reese, brought together 1600 ministers of all denominations for four days of study and prayer . . . I spoke the first night of the meeting.

KOREA

"Christianity is a mighty force in this bewildered nation. No one country has had to suffer more at the hands of its enemies or its friends . . . But so carefully was the foundation laid for Christianity and so excellently did the pioneer missionaries work that today Seoul and these other large cities, with their hundreds of churches, make one realize that Christianity is playing a vital part in the life of the nation . . . Sunday I preached twice in the strongest Presbyterian Church in the world—the Young Nak Church of over 4500 members.

"Each Sunday it has 2500 in its Sunday School. It supports two missionaries to Thailand, 22 native pastors, and church after church scattered throughout this sprawling city of two million people.

" . . . I am more glad than ever that over the years we have had some excellent Korean students at Whitworth . . . What we put into these young lives, we shall be putting into the leadership of tomorrow.

INDIA

" . . . back to Delhi and in the evening we go by train to Ludhiana, which is several hundred miles north. There we shall be the guests of Dr. and Mrs. Melvin Casberg whom some of you will remember as the commencement speaker several years ago and whose two children once attended Whitworth. This is a great hospital and medical school—one of the outstanding ones in all India—and his influence here could be tremendous.

" . . . Mission schools are still the best and were it not for the contribution of Christian forces to this country I dread to think what it would be.

HONG KONG

"Our experience in Hong Kong was a delightful one in every way. The Reverend and Mrs. Walline, of our mission, did everything to make us comfortable . . .

(Cont. next page)



Mackay Emphasizes CHRISTIAN REALITY AND APPEARANCE

Dr. John A. Mackay, president-emeritus of Princeton Theological Seminary, gave the newly established Macartney Memorial Lectureships a high set of standards in his three-day visit on campus.

Pastors of all denominations and hundreds of others of the interested public attended the six lectures delivered by this outstanding Christian statesman and theologian.

Lecture topics included, "God's Self-Disclosure—and Theologism," "Meeting God—and Aestheticism," "The Community of Christ—and Churchism," and others.

Spring 1961 will see the second in this series and an equally brilliant mind will be invited. Make your plans now to attend.

"QUOTE" (Cont.)

"We met several missionaries who remember the excellent work done by Paul and Dorothy Snyder in their many years in China.

THAILAND

"I want to report briefly on the work of the Chaffees, who in a special way belong to Whitworth. He is doing a great job with the Chinese people of Bangkok . . . Mary Koper Chaffee is as hard a working missionary as one could find. She is performing miracles in the field of music . . .

" . . . Dr. Forrest Travaille was in Bangkok as technical advisor for a movie being made about missions . . . we did not visit him . . . The finest compliment I could possibly have received came from an older missionary who said, when he bade us goodbye, 'Tell the Board that what we need actually is not more money but more young missionaries like the Bradburns and the Blandfords and Chaffees.' Yes, Whitworth is touching the world."

Presently Scheduled Appearances of

Dr. Warren With His Tour Slides

May 10—Spokane, 8:00 p.m., Cowles Memorial Auditorium
May 13—Yakima, 6:30 p.m., Y.W.C.A.
May 16—Wenatchee, First Presbyterian Church (tentative)
May 24—Seattle, 6:15 p.m. Dinner
First Presbyterian Church

Dedication Shows

WOMEN'S WORK CAMPUS-WIDE

The Whitworth Women's Auxiliary is closing the most progressive year in its history. Not only have local projects been more successful but membership growth has been truly inspiring.

Eighteen student lounges on the Campus now serve the ever-swelling student population. The furnishing and renovating of these lounges is the work of the Auxiliary. This year we have completed the renovation of furniture in McMillan, furnished the new ground-floor lounge in Ballard, added furniture to West Wing-Westminster, reupholstered the furniture in Westminster, furnished the quiet lounge in Arend, and supplied furnishings and draperies for the Town Lounge in the Hub. Now we are in the process of redecorating the main lounge of Warren Hall. All of this is made possible through memberships in the Auxiliary and the money-raising projects sponsored by the Executive Board, which works year around. Mrs. W. C. Graham is our charming and most efficient President and Mrs. Charles Strausz is our live-wire Ways and Means Chairman.

PROMOTION COMMITTEE ACTIVE

In addition to the money-raising projects, Board members have visited the Shadle Park, Northwood and Wilbur, Wash. Churches since the first of the year. We are fortunate in having Mrs. James Forrester as Promotion Chairman. The Wilbur ladies, in their letter of thanks to us for coming, enclosed a generous check with the hope that it would reupholster one-half of a chair at least. It did one, entirely.

In addition to Mrs. Graham, Mrs. Strausz and Mrs. Forrester, Spokane Board members are Mrs. Frank Warren, First Vice President; Mrs. A. B. Quall, Second Vice President; Mrs. E. Roy Van Leuven, Honorary Vice President; Miss Jennie McCormack, Secretary; Mrs. Glenn Humphrey, Treasurer; Mrs. Homer Alder, Corresponding Secretary; Mrs. Robert Hahn, Memberships; Mrs. Ernest Baldwin, Memorials; Mrs. W. W. Clarke, Program; Mrs. F. L. Graybill, Mrs. G. H. Schlauch, Mrs. J. W. Greenough, Mrs. Wm. Morrison, Mrs. H. C. Cardle, Mrs. L. J. Harger, Mrs. C. M. Pollock, Mrs. J. W. Rockey, Mrs. F. E. Fogelquist, Mrs. Don Eagle and Mrs. Grant Dixon.

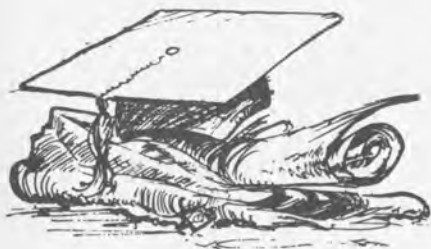
MAY EVENTS

Spokane Chapter presents Dr. Frank Warren, May 10th, 8 p.m., Cowles Memorial Auditorium. Highlights of his world tour.

Seattle Chapter presents Dr. Warren at a dinner meeting at First Presbyterian Church, Seattle, May 24th, World tour impressions.

Tacoma area—Musical Tea May 10th at the home of Mrs. Davis Weyerhaeuser. Local Committee: Mrs. John Klebe, Mrs. Neil Buchholtz and Mrs. Arthur Symons, Jr., co-chairman; Mrs. Lee J. Forsberg, Mrs. A. Russell Alsgaard, Mrs. Arthur Kirk, Mrs. John Powell, and Mrs. Weyerhaeuser.

(Cont. on page 6)



Christian Layman

OREGON GOVERNOR HATFIELD SPEAKER



Mark O. Hatfield
Governor
of
Oregon

Continuing the Whitworth tradition of superlative speakers, the 70th Annual Commencement speaker will be the Honorable Mark O. Hatfield, Governor of the State of Oregon. His address will be given at 3:00 p.m., Sunday, June 5th.

A native of Oregon, Governor Hatfield has his bachelor's degree from Willamette University and his master's degree from Stanford University.

WHIRLWIND POLITICAL CAREER

Mr. Hatfield rose from State Representative to State Governor in eight years. Before entering political activities Governor Hatfield was an educator. He advanced from instructor to associate professor of political science at his alma mater. The last six years there he served as Dean of Students.

LONGTIME CHURCHMAN

A member of the First Baptist Church of Salem, Mr. Hatfield has served as Moderator of the congregation three terms. He is married and the Hatfields have an infant daughter, Elizabeth.

Affiliations include, International Christian Leadership, Council for the Advancement of Small Colleges, American Political Science Association. He is a member of the Board of Willamette University, George Fox College, and Western Baptist Theological Seminary.

ALUMNI ATTENTION . . .

Reservation forms for Commencement activities will be mailed to you. Your prompt return of them will be appreciated. Thanks!

70th Annual Class Readies

Commencement Plans

Calendar of Activities

70th ANNUAL COMMENCEMENT

- Wed., May 18, 10:00 a.m.—FIRST INVESTITURE, Cowles Memorial Auditorium
Speaker, Dr. James Forrester, Whitworth Vice President
- Wed., May 25, 10:00 a.m.—SECOND INVESTITURE, Cowles Memorial Auditorium
Senior Honors Chapel
- Sat., May 28, 8:30 a.m.—FACULTY-SENIOR BREAKFAST, Dining Hall
- Sun., May 29, 7:30 p.m.—SENIOR VESPERS, Whitworth Community Church
Speaker, Dr. Frank F. Warren
- Fri., June 3, 8:15 p.m.—COMMENCEMENT PLAY, Cowles Auditorium Little Theatre
"Hasty Heart," by John Patrick
- 9:45 p.m.—ALUMNI SOCIAL HOUR, Hardwick Student Center
- Sat., June 4, 8:00 a.m.—SENIOR-ALUMNI GOLF TOURNEY, Wandermere Course
- 9:00 a.m.—PIRETTE-ALUMNAE BREAKFAST, Davenport Hotel
- 2:00 p.m.—ALUMNI EXECUTIVE BOARD MEETING, Faculty Lounge
Cowles Memorial Auditorium Building
- 6:45 p.m.—SENIOR-ALUMNI BANQUET, First Presbyterian Church
First and Cedar Streets, Spokane
- 8:00 p.m.—SEMI-ANNUAL MEETING OF THE ALUMNI ASS'N
(Same location as banquet above)
- Sun., June 5, 11:00 a.m.—BACCALAUREATE SERVICE, Cowles Memorial Auditorium
Speaker, Dr. Frank F. Warren
- 12:30 p.m.—NO-HOST LUNCHEON, College Dining Hall
Seniors, Alumni, Faculty, Parents, Guests
- 3:00 p.m.—SEVENTIETH ANNUAL COMMENCEMENT, Auditorium
Speaker, The Honorable Mark O. Hatfield,
Governor, State of Oregon
- 4:30 p.m.—PRESIDENT'S RECEPTION, Hardwick Student Center

Board of Trustees Approves

Three Honorary Degrees



Robert R. Ferguson



Roy E. Howes



Jay A. Whitfield

Two Presbyterian pastors and one of the Northwest's outstanding lawyers will receive honorary degrees during the 70th Annual Commencement exercises.

The Reverend Robert R. Ferguson, pastor of the Fremont Presbyterian Church of Sacramento will receive the honorary degree of Doctor of Divinity. Mr. Ferguson has his Bachelor of Arts degree from the University of California at Los Angeles, Bachelor of Theology degree from Princeton Seminary and has done graduate study at Oxford University in England.

Prior to serving in the Sacramento area, Mr. Ferguson ministered in the Hollywood and Lompoc, California churches.

Also receiving the honorary Doctor of Divinity Degree will be the Reverend Roy E. Howes. Mr. Howes began ministering in the Albuquerque, New Mexico First Presbyterian Church on April 1, 1960. He had, for the ten years previous, been pastor of the Spokane Millwood church.

Mr. Howes is a member of the Whitworth Class of 1942 and was graduated from San Francisco Theological Seminary in 1945. He has been active on Presbytery and Synod committees. Prior to coming to the Millwood church, Mr. Howes had served in the Magnolia Presbyterian Church of Seattle.

Jay A. Whitfield will be given the honorary degree of Doctor of Laws. He is a resident of Ellensburg and served as Judge of the Superior Court, in the County of Kittitas from 1947 through 1958.

At the present time Mr. Whitfield is in private law practice. He has been a member of the First Presbyterian Church of Ellensburg since 1910 and has been a ruling elder and member of the Board of Trustees for many years.

He is a member of the Council of the Synod of Washington and of the Wenatchee Presbytery.

Alumni Grant Holder

EVIDENCES SERVICE ACADEMIC STRENGTH

Esther B. Ray, '62, recipient of the Alumni Scholarship in 1958, is nearing the midpoint in her undergraduate training. Upon completion of her studies at Whitworth, she plans to teach the language arts on the secondary level. Her minor area of study is in the field of history. A grade point average of 3.8 is indicative of her application to her academic pursuits. This figure gains significance when considering the time she devotes to extra-curricular activities.

Because of her academic achievement and service to the college, Miss Ray has been elected to Pirettes, women's honorary organization. This past year she has been president of Alpha Kappa Chi, the group representing all town students. In addition she was co-chairman for Campus Day, served as a

member of the HUB board of control, and worked in a key position on the Homecoming Central Committee. She also teaches a Sunday School class at the Grace Baptist Church.

More closely allied with Esther's vocational plans are her memberships with both Whitworth's forensic squad and Pi Kappa Delta, national forensic society. At the Seattle Pacific College speech tournament Miss Ray captured first place in junior division debate. Her team was runner-up at the Pi Kappa Delta provincial tourney at Western Washington College of Education. At Linfield College she placed second in extemporaneous speaking, junior division. She also won first place in junior division extemporaneous speaking at the University of Puget Sound tournament. Recently she represented Whitworth by participating in the Western Speech Association tournament in Stockton, California, where she was a finalist.

Miss Ray through her academic achievement and participation in college sponsored activities has been exemplary of the type of student which the Alumni Association seeks in awarding its annual scholarship. Alumni wishing to recommend potential students for future grants are invited to communicate with the Alumni Scholarship Committee in care of the Director of Alumni Activities.

COMMENCEMENT SCHEDULE

Complete on Page 3

COMMENCEMENT RESERVATIONS

Will Be Mailed to All Alumni

President "Spang" Sounds

Alumnus/a Commitment Note



WALTER SPANGENBERG
CLASS OF '56
PRESIDENT
ALUMNI ASSOCIATION

It is indeed true that "kind deeds need no trumpets," but every gathering has its call to assemble. God speaks and nature obeys His command. The church bell chimes and we quicken our pace so as to be settled in time for the opening anthem. The school bell rings and the children come scurrying hoping not to be late for class. The Alumni Association Executive Board has planned and promoted a program calling all Alumni together to aid Whitworth College in its development.

Each year the response to the fund drive, to student recruitment, to requests for service, and to area Alumni club activities, becomes more meaningful. One of the biggest tasks, facing those of us who have an opportunity to aid the direction of the Alumni Association, is the continued education of Whitworth Alumni. Our problem consists of such basic training as the purpose of your Alumni Association, the value of Alumni to Whitworth College, and the need of Alumni interest in and support of our progressive college. Very few of us would be interested in enrolling in a class such as "Developing Interest in Your Alma Mater" or "Introduction to Alumni Associations." Since a formal type of education is impossible, it then requires an informal type of education such as this publication, and individual meetings of interested alumni to stimulate and promote the interest and dedication of each alumnus/a.

As we mature in our attitudes and actions, Whitworth benefits. Individuals and organizations who do not have the same high regard for Whitworth, as we the Alumni do, look to our performance as a guide to their actions. We as dedicated Whitworthians cannot acclaim our deeds for they are done because Alumni do care. Just because the "thank you" is not boisterous, nor the praise abounding, should Alumni ever think that their part in the advancement of Whitworth is insignificant. Without the full participation of every Alumnus, Whitworth will never achieve its full maturity.

The Alumni Board sincerely hopes that the continued education of Alumni will produce in each alumnus/a a desire to participate in the future of his or her college, Whitworth.

THE ALUMN^{US}/_A



ALAN BEARDEN, JON BRENNEIS



As student, as
alumna or alumnus: at
both stages, one
of the most important persons
in higher education.

a special report

a Salute....

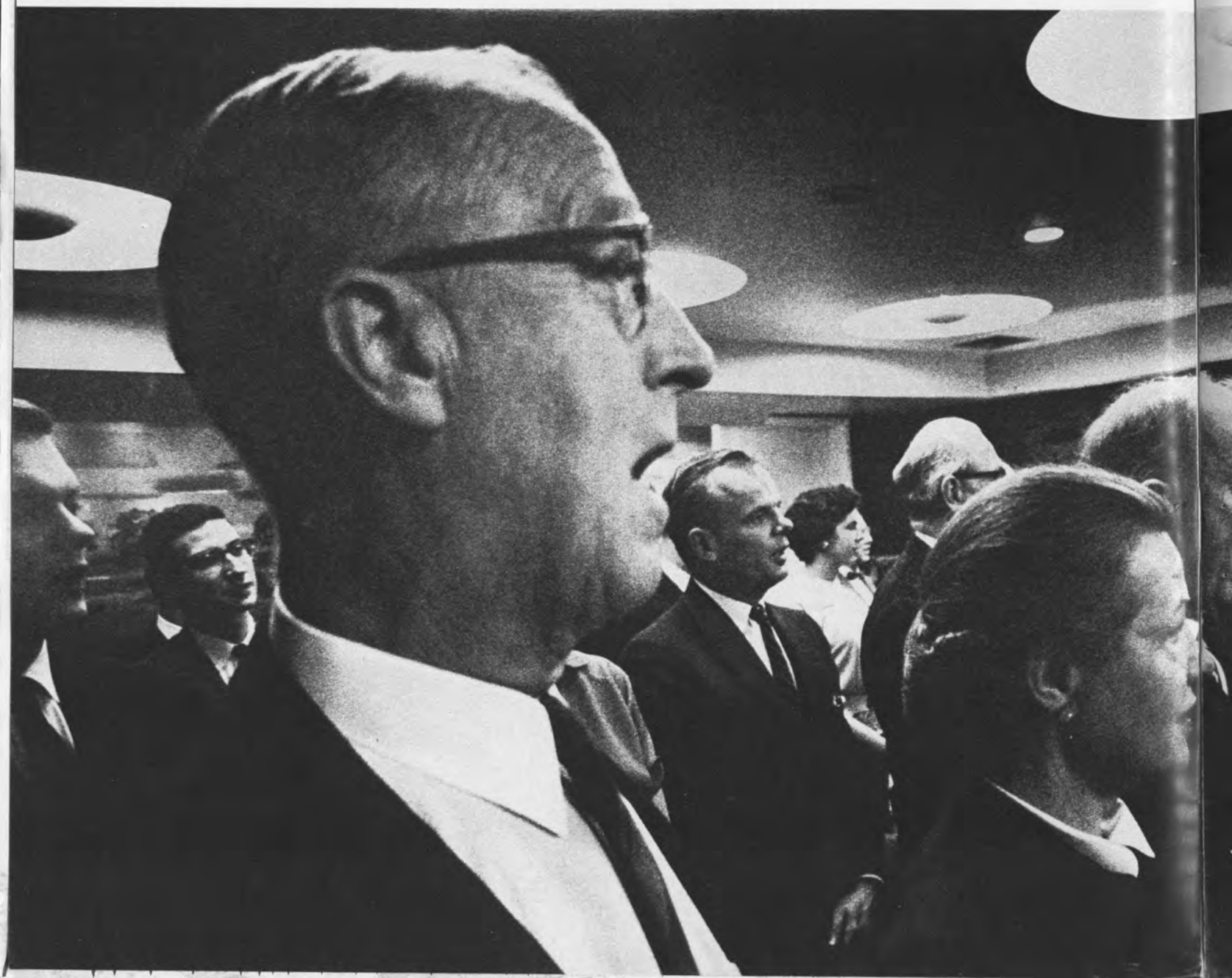
and a declaration of dependence

THIS IS A SALUTE, an acknowledgment of a partnership, and a declaration of dependence. It is directed to you as an alumnus or alumna. As such, you are one of the most important persons in American education today.

You are important to American education, and to your alma mater, for a variety of reasons, not all of which may be instantly apparent to you.

You are important, first, because you are the principal product of your alma mater—the principal claim she can make to fame. To a degree that few suspect, it is by its alumni that an educational institution is judged. And few yardsticks could more accurately measure an institution's true worth.

You are important to American education, further, because of the support you give to it. Financial support comes immediately to mind: the money that alumni are giving to the schools, colleges, and universities they once



attended has reached an impressive sum, larger than that received from any other source of gifts. It is indispensable.

But the support you give in other forms is impressive and indispensable, also. Alumni push and guide the legislative programs that strengthen the nation's publicly supported educational institutions. They frequently act as academic talent scouts for their alma maters, meeting and talking with the college-bound high school students in their communities. They are among the staunchest defenders of high principles in education—*e.g.*, academic freedom—even when such defense may not be the “popular” posture. The list is long; yet every year alumni are finding ways to extend it.

TO THE HUNDREDS of colleges and universities and secondary schools from which they came, alumni are important in another way—one that has nothing to do with what alumni can do for the institutions them-

selves. Unlike most other forms of human enterprise, educational institutions are not in business for what they themselves can get out of it. They exist so that free people, through education, can keep civilization on the forward move. Those who ultimately do this are their alumni. Thus only through its alumni can a school or a college or a university truly fulfill itself.

Chancellor Samuel B. Gould, of the University of California, put it this way:

“The serious truth of the matter is that you are the distilled essence of the university, for you are its product and the basis for its reputation. If anything lasting is to be achieved by us as a community of scholars, it must in most instances be reflected in *you*. If we are to win intellectual victories or make cultural advances, it must be through *your* good offices and *your* belief in our mission.”

The italics are ours. The mission is yours and ours together.



ROBERT PHILLIPS



Alma Mater . . .

At an alumni-alumnae meeting in Washington, members sing the old school song. The purpose of this meeting was to introduce the institution to high school boys and girls who, with their parents, were present as the club's guests.

Alumnus + alumnus =

Many people cling to the odd notion that in this case

THE POPULAR VIEW of you, an alumnus or alumna, is a puzzling thing. That the view is highly illogical seems only to add to its popularity. That its elements are highly contradictory seems to bother no one.

Here is the paradox:

Individually you, being an alumnus or alumna, are among the most respected and sought-after of beings. People expect of you (and usually get) leadership or intelligent followership. They appoint you to positions of trust in business and government and stake the nation's very survival on your school- and college-developed abilities.

If you enter politics, your educational pedigree is freely discussed and frequently boasted about, even in precincts where candidates once took pains to conceal any education beyond the sixth grade. In clubs, parent-teacher associations, churches, labor unions, you are considered to be the brains, the backbone, the eyes, the ears, and the neckbone—the latter to be stuck out, for alumni are expected to be intellectually adventurous as well as to exercise other attributes.

But put you in an alumni club, or back on campus for a reunion or homecoming, and the popular respect—yea, awe—turns to chuckles and ho-ho-ho. The esteemed individual, when bunched with other esteemed individuals, becomes in the popular image the subject of quips, a candidate for the funny papers. He is now imagined to be a person whose interests stray no farther than the degree of baldness achieved by his classmates, or the success in marriage and child-bearing achieved by *her* classmates, or the record run up last season by the alma mater's football or field-hockey team. He is addicted to funny hats decorated with his class numerals, she to daisy chainmaking and to recapturing the elusive delights of the junior-class hoop-roll.

If he should encounter his old professor of physics, he is supposedly careful to confine the conversation to reminiscences about the time Joe or Jane Wilkins, with spectacular results, tried to disprove the validity of Newton's third law. To ask the old gentleman about the implications of the latest research concerning anti-matter would be, it is supposed, a most serious breach of the Alumni Reunion Code.

Such a view of organized alumni activity might be dismissed as unworthy of note, but for one disturbing fact: among its most earnest adherents are a surprising number of alumni and alumnae themselves.

Permit us to lay the distorted image to rest, with the aid of the rites conducted by cartoonist Mark Kelley on the following pages. To do so will not necessitate burying the class banner or interring the reunion hat, nor is there a need to disband the homecoming day parade.

The simple truth is that the serious activities of organized alumni far outweigh the frivolities—in about the same proportion as the average citizen's, or unorganized alumnus's, party-going activities are outweighed by his less festive pursuits.

Look, for example, at the activities of the organized alumni of a large and famous state university in the Midwest. The former students of this university are often pictured as football-mad. And there is no denying that, to many of them, there is no more pleasant way of spending an autumn Saturday than witnessing a victory by the home team.

But by far the great bulk of alumni energy on behalf of the old school is invested elsewhere:

- ▶ Every year the alumni association sponsors a recognition dinner to honor outstanding students—those with a scholastic average of 3.5 (B+) or better. This has proved to be a most effective way of showing students that academic prowess is valued above all else by the institution and its alumni.

- ▶ Every year the alumni give five “distinguished teaching awards”—grants of \$1,000 each to professors selected by their peers for outstanding performance in the classroom.

- ▶ An advisory board of alumni prominent in various fields meets regularly to consider the problems of the university: the quality of the course offerings, the caliber of the students, and a variety of other matters. They report directly to the university president, in confidence. Their work has been salutary. When the university's school of architecture lost its accreditation, for example, the efforts of the alumni advisers were invaluable in getting to the root of the trouble and recommending measures by which accreditation could be regained.

- ▶ The efforts of alumni have resulted in the passage of urgently needed, but politically endangered, appropriations by the state legislature.

- ▶ Some 3,000 of the university's alumni act each year as volunteer alumni-fund solicitors, making contacts with 30,000 of the university's former students.

Nor is this a particularly unusual list of alumni accomplishments. The work and thought expended by the alum-

alumni—or does it?

the group somehow differs from the sum of its parts



ELLIOTT ERWITT, MAGNUM

Behind the fun

of organized alumni activity—in clubs, at reunions—lies new seriousness nowadays, and a substantial record of service to American education.

ni of hundreds of schools, colleges, and universities in behalf of their alma maters would make a glowing record, if ever it could be compiled. The alumni of one institution took it upon themselves to survey the federal income-tax laws, as they affected parents' ability to finance their children's education, and then, in a nationwide campaign, pressed for needed reforms. In a score of cities, the alumnae of a women's college annually sell tens of thousands of tulip bulbs for their alma mater's benefit; in eight years they have raised \$80,000, not to mention hundreds of thousands of tulips. Other institutions' alumnae stage house and garden tours, organize used-book sales, sell flocked Christmas trees, sponsor theatrical benefits. Name a worthwhile activity and someone is probably doing it, for faculty salaries or building funds or student scholarships.

Drop in on a reunion or a local alumni-club meeting, and you may well find that the superficial programs of

yore have been replaced by seminars, lectures, laboratory demonstrations, and even week-long short-courses. Visit the local high school during the season when the senior students are applying for admission to college—and trying to find their way through dozens of college catalogues, each describing a campus paradise—and you will find alumni on hand to help the student counselors. Nor are they high-pressure salesmen for their own alma mater and disparagers of everybody else's. Often they can, and do, perform their highest service to prospective students by advising them to apply somewhere else.

THE ACHIEVEMENTS, in short, belie the popular image. And if no one else realizes this, or cares, one group should: the alumni and alumnae themselves. Too many of them may be shying away from a good thing because they think that being an "active" alumnus means wearing a funny hat.

Why they come

DEAN! DEAN WINTERHAVEN!



TO SEE THE OLD DEAN

And there will be
TURBULENT YEARS!



FOR AN OUTING

Here it is, Deans!
MY OLD ROOM!!



TO RECAPTURE YOUTH

He was in my class, but
I'm DARNED if I can
remember his name!



TO RENEW
OLD ACQUAINTANCE

I JUST HAPPEN to
have your type of
policy with me...



TO DEVELOP
NEW TERRITORY

TO BRING
THE WORD



Kelley

back: The popular view

Charlie? Old Charlie Applegate?



TO PLACE THE FACE

Appearances would indicate that you have risen above your academic standing, Buchalter!



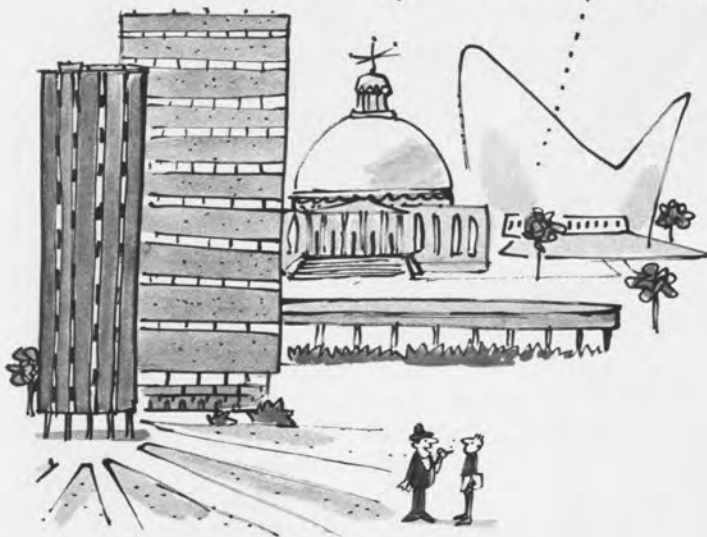
TO IMPRESS THE OLD PROF

He wants to do something for his OLD SCHOOL!



TO CONTRIBUTE MATERIALLY

Which way to MEM HALL, lad?

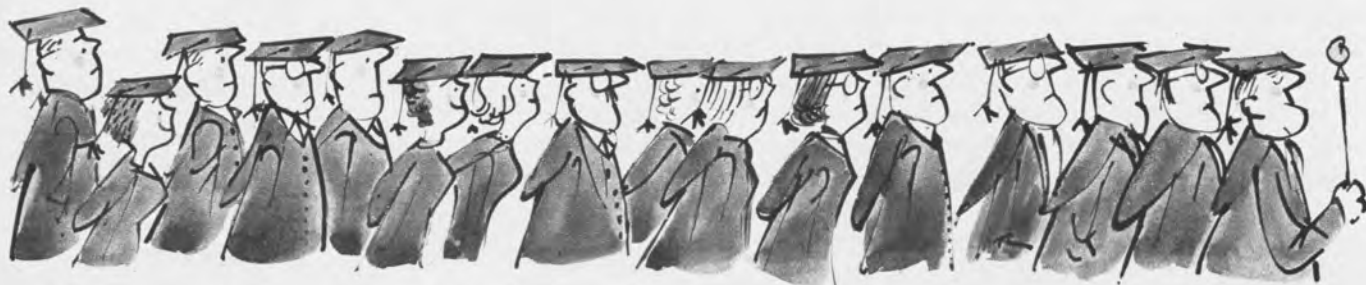


TO FIND MEM HALL

He says he's a FRAT BROTHER of yours!



TO BE A "POOR LITTLE SHEEP" AGAIN



Money!

Last year, educational institutions from any other source of gifts. Alumni support is

WITHOUT THE DOLLARS that their alumni contribute each year, America's privately supported educational institutions would be in serious difficulty today. And the same would be true of the nation's publicly supported institutions, without the support of alumni in legislatures and elections at which appropriations or bond issues are at stake.

For the private institutions, the financial support received from individual alumni often means the difference between an adequate or superior faculty and one that is underpaid and understaffed; between a thriving scholarship program and virtually none at all; between well-equipped laboratories and obsolete, crowded ones. For tax-supported institutions, which in growing numbers are turning to their alumni for direct financial support, such aid makes it possible to give scholarships, grant loans to needy students, build such buildings as student unions, and carry on research for which legislative appropriations do not provide.

To gain an idea of the scope of the support which alumni give—and of how much that is worthwhile in American education depends upon it—consider this statistic, unearthed in a current survey of 1,144 schools, junior colleges, colleges, and universities in the United States and Canada: in just twelve months, alumni gave their alma maters more than \$199 million. They were the largest single source of gifts.

Nor was this the kind of support that is given once, perhaps as the result of a high-pressure fund drive, and never heard of again. Alumni tend to give funds regularly. In the past year, they contributed \$45.5 million, on an *annual gift* basis, to the 1,144 institutions surveyed. To realize that much annual income from investments in blue-chip stocks, the institutions would have needed over 1.2 billion more dollars in endowment funds than they actually possessed.

ANNUAL ALUMNI GIVING is not a new phenomenon on the American educational scene (Yale alumni founded the first annual college fund in 1890, and Mount Hermon was the first independent secondary school to do so, in 1903). But not until fairly recently did annual giving become the main element in education's financial survival kit. The development was logical. Big endowments had been affected by inflation. Big private philanthropy, affected by the graduated income and in-

heritance taxes, was no longer able to do the job alone. Yet, with the growth of science and technology and democratic concepts of education, educational budgets had to be increased to keep pace.

Twenty years before Yale's first alumni drive, a professor in New Haven foresaw the possibilities and looked into the minds of alumni everywhere:

"No graduate of the college," he said, "has ever paid in full what it cost the college to educate him. A part of the expense was borne by the funds given by former benefactors of the institution.

"A great many can never pay the debt. A very few can, in their turn, become munificent benefactors. There is a very large number, however, between these two, who can, and would cheerfully, give according to their ability in order that the college might hold the same relative position to future generations which it held to their own."

The first Yale alumni drive, seventy years ago, brought in \$11,015. In 1959 alone, Yale's alumni gave more than \$2 million. Not only at Yale, but at the hundreds of other institutions which have established annual alumni funds in the intervening years, the feeling of indebtedness and the concern for future generations which the Yale professor foresaw have spurred alumni to greater and greater efforts in this enterprise.

AND MONEY FROM ALUMNI is a powerful magnet: it draws more. Not only have more than eighty business corporations, led in 1954 by General Electric, established the happy custom of matching, dollar for dollar, the gifts that their employees (and sometimes their employees' wives) give to their alma maters; alumni giving is also a measure applied by many business men and by philanthropic foundations in determining how productive *their* organizations' gifts to an educational institution are likely to be. Thus alumni giving, as Gordon K. Chalmers, the late president of Kenyon College, described it, is "the very rock on which all other giving must rest. Gifts from outside the family depend largely—sometimes wholly—on the degree of *alumni* support."

The "degree of alumni support" is gauged not by dollars alone. The percentage of alumni who are regular givers is also a key. And here the record is not as dazzling as the dollar figures imply.

Nationwide, only one in five alumni of colleges, universities, and prep schools gives to his annual alumni

received more of it from their alumni than now education's strongest financial rampart



fund. The actual figure last year was 20.9 per cent. Allowing for the inevitable few who are disenchanted with their alma maters' cause,* and for those who spurn all fund solicitations, sometimes with heavy scorn,† and for those whom legitimate reasons prevent from giving financial aid,‡ the participation figure is still low.

WHY? Perhaps because the non-participants imagine their institutions to be adequately financed. (Virtually without exception, in both private and tax-supported institutions, this is—sadly—not so.) Perhaps because they believe their small gift—a dollar, or five, or ten—will be insignificant. (Again, most emphatically, not so. Multiply the 5,223,240 alumni who gave nothing to their alma maters last year by as little as one dollar each, and the figure still comes to thousands of additional scholarships for deserving students or substantial pay increases for thousands of teachers who may, at this moment, be debating whether they can afford to continue teaching next year.)

By raising the percentage of participation in alumni fund drives, alumni can materially improve their alma maters' standing. That dramatic increases in participation can be brought about, and quickly, is demonstrated by the case of Wofford College, a small institution in South Carolina. Until several years ago, Wofford received annual gifts from only 12 per cent of its 5,750 alumni. Then Roger Milliken, a textile manufacturer and a Wofford trustee, issued a challenge: for every percentage-point increase over 12 per cent, he'd give \$1,000. After the alumni were finished, Mr. Milliken cheerfully turned over a check for \$62,000. Wofford's alumni had raised their participation in the annual fund to 74.4 per cent—a new national record.

"It was a remarkable performance," observed the American Alumni Council. "Its impact on Wofford will be felt for many years to come."

And what Wofford's alumni could do, your institution's alumni could probably do, too.

* Wrote one alumnus: "I see that Stanford is making great progress. However, I am opposed to progress in any form. Therefore I am not sending you any money."

† A man in Memphis, Tennessee, regularly sent Baylor University a check signed "U. R. Stuck."

‡ In her fund reply envelope, a Kansas alumna once sent, without comment, her household bills for the month.

memo: from Wives to Husbands

► Women's colleges, as a group, have had a unique problem in fund-raising—and they wish they knew how to solve it.

The loyalty of their alumnae in contributing money each year—an average of 41.2 per cent took part in 1959—is nearly double the national average for all universities, colleges, junior colleges, and privately supported secondary schools. But the size of the typical gift is often smaller than one might expect.

Why? The alumnae say that while husbands obviously place a high value on the products of the women's colleges, many underestimate the importance of giving women's colleges the same degree of support they accord their own alma maters. This, some guess, is a holdover from the days when higher education for women was regarded as a luxury, while higher education for men was considered a *sine qua non* for business and professional careers.

As a result, again considering the average, women's colleges must continue to cover much of their operating expense from tuition fees. Such fees are generally higher than those charged by men's or coeducational institutions, and the women's colleges are worried about the social and intellectual implications of this fact. They have no desire to be the province solely of children of the well-to-do; higher education for women is no longer a luxury to be reserved to those who can pay heavy fees.

Since contributions to education appear to be one area of family budgets still controlled largely by men, the alumnae hope that husbands will take serious note of the women's colleges' claim to a larger share of it. They may be starting to do so: from 1958 to 1959, the average gift to women's colleges rose 22.4 per cent. But it still trails the average gift to men's colleges, private universities, and professional schools.



ERICH HARTMANN, MAGNUM

for the Public educational institutions, a special kind of service

PUBLICLY SUPPORTED educational institutions owe a special kind of debt to their alumni. Many people imagine that the public institutions have no financial worries, thanks to a steady flow of tax dollars. Yet they actually lead a perilous fiscal existence, dependent upon annual or biennial appropriations by legislatures. More than once, state and municipally supported institutions would have found themselves in serious straits if their alumni had not assumed a role of leadership.

► A state university in New England recently was put in academic jeopardy because the legislature defeated a bill to provide increased salaries for faculty members. Then

the university's "Associate Alumni" took matters into their hands. They brought the facts of political and academic life to the attention of alumni throughout the state, prompting them to write to their representatives in support of higher faculty pay. A compromise bill was passed, and salary increases were granted. Alumni action thus helped ease a crisis which threatened to do serious, perhaps irreparable, damage to the university.

► In a neighboring state, the public university receives only 38.3 per cent of its operating budget from state and federal appropriations. Ninety-one per cent of the university's \$17 million physical plant was provided by pri-



The Beneficiaries:

Students on a state-university campus. Alumni support is proving invaluable in maintaining high-quality education at such institutions.

vate funds. Two years ago, graduates of its college of medicine gave \$226,752 for a new medical center—the largest amount given by the alumni of any American medical school that year.

► Several years ago the alumni of six state-supported institutions in a midwestern state rallied support for a \$150 million bond issue for higher education, mental health, and welfare—an issue that required an amendment to the state constitution. Of four amendments on the ballot, it was the only one to pass.

► In another midwestern state, action by an “Alumni Council for Higher Education,” representing eighteen publicly supported institutions, has helped produce a \$13 million increase in operating funds for 1959–61—the most significant increase ever voted for the state’s system of higher education.

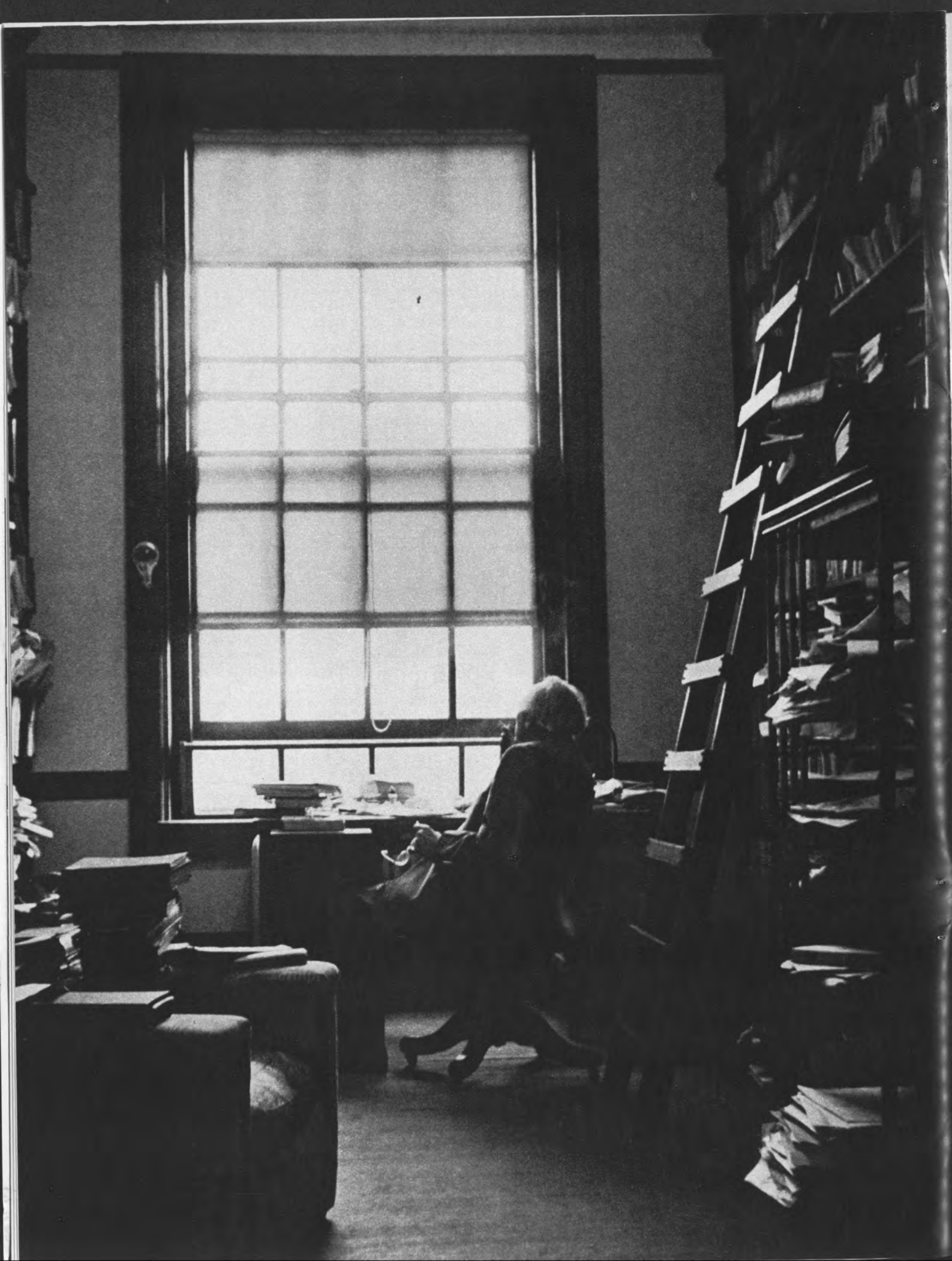
SOME ALUMNI ORGANIZATIONS are forbidden to engage in political activity of any kind. The intent is a good one: to keep the organizations out of party politics

and lobbying. But the effect is often to prohibit the alumni from conducting any organized legislative activity in behalf of publicly supported education in their states.

“This is unfair,” said a state-university alumni spokesman recently, “because this kind of activity is neither shady nor unnecessary.

“But the restrictions—most of which I happen to think are nonsense—exist, nevertheless. Even so, individual alumni can make personal contacts with legislators in their home towns, if not at the State Capitol. Above all, in their contacts with fellow citizens—with people who influence public opinion—the alumni of state institutions must support their alma maters to an intense degree. They must make it their business to get straight information and spread it through their circles of influence.

“Since the law forbids us to *organize* such support, every alumnus has to start this work, and continue it, on his own. This isn’t something that most people do naturally—but the education of their own sons and daughters rests on their becoming aroused and doing it.”



a matter of Principle

ANY WORTHWHILE INSTITUTION of higher education, one college president has said, lives "in chronic tension with the society that supports it." Says *The Campus and the State*, a 1959 survey of academic freedom in which that president's words appear: "New ideas always run the risk of offending entrenched interests within the community. If higher education is to be successful in its creative role it must be guaranteed some protection against reprisal. . ."

The peril most frequently is budgetary: the threat of appropriations cuts, if the unpopular ideas are not abandoned; the real or imagined threat of a loss of public—even alumni—sympathy.

Probably the best protection against the danger of reprisals against free institutions of learning is their alumni: alumni who understand the meaning of freedom and give their strong and informed support to matters of educational principle. Sometimes such support is available in abundance and offered with intelligence. Sometimes—almost always because of misconception or failure to be vigilant—it is not.

For example:

► An alumnus of one private college was a regular and heavy donor to the annual alumni fund. He was known to have provided handsomely for his alma mater in his will. But when he questioned his grandson, a student at the old school, he learned that an economics professor not only did not condemn, but actually discussed the necessity for, the national debt. Grandfather threatened to withdraw all support unless the professor ceased uttering such heresy or was fired. (The professor didn't and wasn't. The college is not yet certain where it stands in the gentleman's will.)

► When no students from a certain county managed to meet the requirements for admission to a southwestern university's medical school, the county's angry delegate to the state legislature announced he was "out to get this guy"—the vice president in charge of the university's medical affairs, who had staunchly backed the medical school's admissions committee. The board of trustees of the university, virtually all of whom were alumni, joined other alumni and the local chapter of the American

Association of University Professors to rally successfully to the v.p.'s support.

► When the president of a publicly supported institution recently said he would have to limit the number of students admitted to next fall's freshman class if high academic standards were not to be compromised, some constituent-fearing legislators were wrathful. When the issue was explained to them, alumni backed the president's position—decisively.

► When a number of institutions (joined in December by President Eisenhower) opposed the "disclaimer affidavit" required of students seeking loans under the National Defense Education Act, many citizens—including some alumni—assailed them for their stand against "swearing allegiance to the United States." The fact is, the disclaimer affidavit is *not* an oath of allegiance to the United States (which the Education Act also requires, but which the colleges have *not* opposed). Fortunately, alumni who took the trouble to find out what the affidavit really was apparently outnumbered, by a substantial majority, those who leaped before they looked. Coincidentally or not, most of the institutions opposing the disclaimer affidavit received more money from their alumni during the controversy than ever before in their history.

IN THE FUTURE, as in the past, educational institutions worth their salt will be in the midst of controversy. Such is the nature of higher education: ideas are its merchandise, and ideas new and old are frequently controversial. An educational institution, indeed, may be doing its job badly if it is *not* involved in controversy, at times. If an alumnus never finds himself in disagreement with his alma mater, he has a right to question whether his alma mater is intellectually awake or dozing.

To understand this is to understand the meaning of academic freedom and vitality. And, with such an understanding, an alumnus is equipped to give his highest service to higher education; to give his support to the principles which make higher education free and effectual.

If higher education is to prosper, it will need this kind of support from its alumni—tomorrow even more than in its gloriously stormy past.

Ideas

are the merchandise of education, and every worthwhile educational institution must provide and guard the conditions for breeding them. To do so, they need the help and vigilance of their alumni.

Ahead:

ROLAND READ



The Art

of keeping intellectually alive for a lifetime will be fostered more than ever by a growing alumni-alma mater relationship.

WHITHER THE COURSE of the relationship between alumni and alma mater? At the turn into the Sixties, it is evident that a new and challenging relationship—of unprecedented value to both the institution and its alumni—is developing.

► *If alumni wish, their intellectual voyage can be continued for a lifetime.*

There was a time when graduation was the end. You got your diploma, along with the right to place certain initials after your name; your hand was clasped for an instant by the president; and the institution's business was done.

If you were to keep yourself intellectually awake, the No-Doz would have to be self-administered. If you were to renew your acquaintance with literature or science, the introductions would have to be self-performed.

Automation is still the principal driving force. The years in school and college are designed to provide the push and then the momentum to keep you going with your mind. "Madam, we guarantee results," wrote a college president to an inquiring mother, "—or we return the boy." After graduation, the guarantee is yours to maintain, alone.

Alone, but not quite. It makes little sense, many educators say, for schools and colleges not to do whatever they can to protect their investment in their students—which is considerable, in terms of time, talents, and money—and not to try to make the relationship between alumni and their alma maters a two-way flow.

As a consequence of such thinking, and of demands issuing from the former students themselves, alumni meetings of all types—local clubs, campus reunions—are taking on a new character. "There has to be a reason and a purpose for a meeting," notes an alumna. "Groups that meet for purely social reasons don't last long. Just because Mary went to my college doesn't mean I enjoy being with her socially—but I might well enjoy working with her in a serious intellectual project." Male alumni agree; there is a limit to the congeniality that can be maintained solely by the thin thread of reminiscences or small-talk.

But there is no limit, among people with whom their

a new Challenge, a new relationship

education "stuck," to the revitalizing effects of learning. The chemistry professor who is in town for a chemists' conference and is invited to address the local chapter of the alumni association no longer feels he must talk about nothing more weighty than the beauty of the campus elms; his audience wants him to talk chemistry, and he is delighted to oblige. The engineers who return to school for their annual homecoming welcome the opportunity to bring themselves up to date on developments in and out of their specialty. Housewives back on the campus for reunions demand—and get—seminars and short-courses.

But the wave of interest in enriching the intellectual content of alumni meetings may be only a beginning. With more leisure at their command, alumni will have the time (as they already have the inclination) to undertake more intensive, regular educational programs.

If alumni demand them, new concepts in adult education may emerge. Urban colleges and universities may step up their offerings of programs designed especially for the alumni in their communities—not only their own alumni, but those of distant institutions. Unions and government and industry, already experimenting with graduate-education programs for their leaders, may find ways of giving sabbatical leaves on a widespread basis—and they may profit, in hard dollars-and-cents terms, from the results of such intellectual re-charging.

Colleges and universities, already overburdened with teaching as well as other duties, will need help if such dreams are to come true. But help will be found if the demand is insistent enough.

► *Alumni partnerships with their alma mater, in meeting ever-stiffer educational challenges, will grow even closer than they have been.*

Boards of overseers, visiting committees, and other partnerships between alumni and their institutions are proving, at many schools, colleges, and universities, to be channels through which the educators can keep in touch with the community at large and vice versa. Alumni trustees, elected by their fellow alumni, are found on the governing boards of more and more institutions. Alumni "without portfolio" are seeking ways to join with their alma maters in advancing the cause of education. The

representative of a West Coast university has noted the trend: "In selling memberships in our alumni association, we have learned that, while it's wise to list the benefits of membership, what interests them most is how they can be of service to the university."

► *Alumni can have a decisive role in maintaining high standards of education, even as enrollments increase at most schools and colleges.*

There is a real crisis in American education: the crisis of quality. For a variety of reasons, many institutions find themselves unable to keep their faculties staffed with high-caliber men and women. Many lack the equipment needed for study and research. Many, even in this age of high student population, are unable to attract the quality of student they desire. Many have been forced to dissipate their teaching and research energies, in deference to public demand for more and more extracurricular "services." Many, besieged by applicants for admission, have had to yield to pressure and enroll students who are unqualified.

Each of these problems has a direct bearing upon the quality of education in America. Each is a problem to which alumni can constructively address themselves, individually and in organized groups.

Some can best be handled through community leadership: helping present the institutions' case to the public. Some can be handled by direct participation in such activities as academic talent-scouting, in which many institutions, both public and private, enlist the aid of their alumni in meeting with college-bound high school students in their cities and towns. Some can be handled by making more money available to the institutions—for faculty salaries, for scholarships, for buildings and equipment. Some can be handled through political action.

The needs vary widely from institution to institution—and what may help one may actually set back another. Because of this, it is important to maintain a close liaison with the campus when undertaking such work. (Alumni offices everywhere will welcome inquiries.)

When the opportunity for aid does come—as it has in the past, and as it inevitably will in the years ahead—alumni response will be the key to America's educational future, and to all that depends upon it.

alumni- ship

JOHN MASEFIELD was addressing himself to the subject of universities. "They give to the young in their impressionable years the bond of a lofty purpose shared," he said; "of a great corporate life whose links will not be loosed until they die."

The links that unite alumni with each other and with their alma mater are difficult to define. But every alumnus and alumna knows they exist, as surely as do the campus's lofty spires and the ageless dedication of educated men and women to the process of keeping themselves and their children intellectually alive.

Once one has caught the spirit of learning, of truth, of probing into the undiscovered and unknown—the spirit of his alma mater—one does not really lose it, for as long as one lives. As life proceeds, the daily mechanics of living—of job-holding, of family-rearing, of mortgage-paying, of lawn-cutting, of meal-cooking—sometimes are tedious. But for them who have known the spirit of intellectual adventure and conquest, there is the bond of the lofty purpose shared, of the great corporate life whose links will not be loosed until they die.

This would be the true meaning of alumni-ship, were there such a word. It is the reasoning behind the great service that alumni give to education. It is the reason alma maters can call upon their alumni for responsible support of all kinds, with confidence that the responsibility will be well met.

THE ALUMNUS/A

The material on this and the preceding 15 pages was prepared in behalf of more than 350 schools, colleges, and universities in the United States, Canada, and Mexico by the staff listed below, who have formed EDITORIAL PROJECTS FOR EDUCATION, INC., through which to perform this function. E.P.E., INC., is a non-profit organization associated with the American Alumni Council. The circulation of this supplement is 2,900,000.

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Alumni News . . .

1944

Miss Clara Young, '14, retired from teaching in 1949. She has since been working for the National Retired Teachers Association, her territory comprises the five northwestern states.

1920

Russell F. Pederson, '20, will be in Cleveland this month, attending the General Assembly of the United Presbyterian church as an elected commissioner for the Portland Presbytery.

1929

Robert S. Stevenson, '29, president of Allis Chalmers Manufacturing Company, recently addressed the Spokane Chamber of Commerce.

1931

Sam and Alice Postell, '31, are enjoying a two month vacation tour of coastal South America by ship.

1932

Forrest C. Travaille, '32, recently returned to Thailand after serving in the Synod of Oregon during a furlough this past year. He is celebrating the 25th anniversary of his ordination this month.

1933

Maurice Holt, '33, is serving as Chief, Personnel Division, Command Chaplain Office, USAF, Weisbaden, Germany.

1936

The Reverend Thomas V. Heald, '36, is pastor of the Elmhurst Presbyterian church, Oakland, California. Recently the church dedicated a new Education Unit and Fellowship Hall.

1939

Garth Steele, '39, has resigned his pastorate at Boulevard Park Presbyterian church, Seattle, to become Executive Director of Presbyterian Ministries, Inc. He will maintain an office in Seattle.

1942

Roy E. Howes, '42, has accepted a call to the pastorate of First Presbyterian church, Albuquerque, New Mexico.

1944

Florence Reynolds Sayre, '44, is home on furlough from Africa, during 1960.

Gerald Dean, '44, is pathologist and Director of Laboratories at the Highland Park and Lake Forest, Illinois, hospitals.

1945

Marjorie Klein, '45, is going on a leave of absence from the Palo Alto school system during the coming academic year. She will do graduate work at the University of Indiana.

Tamara Leigh, born February 11, in Seattle to Bob and Gwen Lobdell Armstrong, '45.

1948

Dr. George Yamamoto, '48, has been named president of the Inland Empire Optometric Association.

1949

E. Newlan Galloway, '49, is assigned to the Operations Wing at Andrews A.F.B. on temporary duty as Project Engineer for the National Security Agency. He teaches a course in Electrical Engineering at the University of Maryland.

Dr. Marshall Hodge, '49, was granted a Ph.D. degree by U.S.C. on January 29. He is currently an instructor in Psychology at Fullerton Junior College.

Kay Lynnell, born February 12, in Ridgecrest, California to Amos and Evelyn Lynne Allis Ramquist, '49.

RECOMMENDED CHANGE IN ALUMNI BY-LAWS

By Executive Committee

At their April meeting the members of the Executive Committee of the Alumni Association approved a change to Article II of the By-Laws of the Association. This Article now reads:

OBJECT

"The object of this organization is to join graduates, former students, faculty members and former faculty members of Whitworth College into a single association for the mutual social contact of the members, for the perpetuation of Whitworth College traditions and for assistance to the College and its individual students through special projects and associations."

To clarify the position of the Association with respect to the college and to comply with the most recent income tax legislation the Committee recommends that the following change to the by-laws be accepted by the members of the Association at their annual meeting on June 4th.

PROPOSED ARTICLE II—OBJECT

"The object of this organization shall be to raise money exclusively for the purpose of assisting Whitworth College in its educational activities, and no part of the income of this organization shall inure to the benefit of any member or individual nor be used to carry on propaganda or to influence legislation."

1950

Betty Follett Alsgaard, '50, is director of a thirty-voice choir at the University Place Presbyterian church in Tacoma.

Larry Weyrick, '50, is a research engineer for General Electric at the Knolls Atomic Power Laboratories in Schenectady, New York.

NEWS BRIEFS FROM THE AREA CLUBS

Alumni of Southern California had dinner with the members of the College Choir on Saturday evening, April 23, prior to the concert by the Choir in the First Presbyterian Church, Monrovia.

"Open House" for Alumni was made possible by Mel, '35, and Elsie Ratsch Fariss, '34, on April 24, in Glendale. This event was keyed to the Choir's appearance that evening in the Glendale Presbyterian Church.

Alumni of the Portland area joined with members of the Choir for lunch on Sunday afternoon, May 1. This event took place at the Laurelhurst United Presbyterian Church, following the final concert of this year's tour.

The home of Larry and Willa Jean Lane Barnett, '50, in Kennewick was the scene of an April 1 meeting of Alumni of the Tri-Cities area. Dr. James Forrester, and Roy Dimond, '48, journeyed from the campus to attend this gathering of Alumni. Other Whitworthians in attendance were Mary Virginia Mount, '40, Graham Potter, '35, Larry, '49, and Marilyn James Van Hise, '48, Ed, '52, and Mary Webster Hanks, '53, and Roger Morrow, '59.

WESTERN WASHINGTON ALUMNI BOOK CRUISE

Alumni from the western slope of Washington will have the opportunity on Memorial Day, Monday, May 30, for a reunion while cruising on Lake Washington. Bruce McCullough, '47, is the officer in charge of arrangements for the evening voyage aboard the M. V. Silver Swan. Departure is scheduled for 1800 hours (6:00 p.m.) from the dock at 2000 Westlake Ave. North in Seattle.

"Skipper" McCullough has promised to provide the coffee if the rest of the nautical Whitworthians bring along their own picnic supper. The cost of the adult only voyage is just \$1.50 per person. To be assured of a billet on the cruise mail your reservation and accompanying check to Bruce at 762 North 203rd Street, Seattle 33, today.

1950 (Cont.)

Stanton (Scotty) McClenny, '50, has been called to the pastorate of the Presbyterian churches of Big Fork and Effie, Minnesota.

Rebecca Ellen, born December 30, in North Hollywood, California, to Peter, '50, and Ellen Olsen Hewitt, '52. Becky has four brothers, Tim 8, Mark 6, Chris 4, and Paul 2.

SORRY . . . the news of Alumnus/a ends here for this issue. There is a great quantity of copy already prepared that will have to wait until the July issue. Better be sure to keep your Alumni office advised of your correct address so that you won't miss any of the news from Whitworth.



"Our Product"

An Open Letter From Board President, Albert Arend

WHILE DR. WARREN IS GONE on his world jaunt, a few of us are meeting together to help "hold the fort" until he returns. Administering a college the size of Whitworth is big business. There was a time when the school was small and a few, known as the "family," could meet any time and make necessary decisions. That is changed. Administrative policies governing any big business corporation apply to our college but are even more finely shaped because our product is a student body of inestimable value.

A CORPORATION manufacturing an inanimate product can safeguard the company from loss whether it is fire, theft, or liability in the product's use. Not so in the business of a Christian liberal arts college. The four years' treatment of "our product," before it is placed upon the world market to provide essential leadership, is a process that is controlled by workmen (faculty) of the highest sensitiveness to securing the best quality. No purchased insurance policy can guarantee against poor performance.

WE BOARD MEMBERS salute the faculty and the administration composed of Christian men and women dedicated to their task of building into youth—moral integrity, Christian commitment and college training—that the "product" of Whitworth will stand the tests anywhere and provide a leadership that will help shape our world in a pattern consistent with the program of Almighty God.

—Albert Arend

WOMEN'S WORK (Cont.)

Wenatchee area—Tea with the following Committee making arrangements: Mrs. Bernard O. Nelson, chairman; Mrs. Dorothy Clay, Mrs. Paul Leavers, Mrs. Charles Mohler, and Mrs. L. M. Fields. Date—Monday, May 23rd.

Friends of the College are cordially invited to all of these affairs and are urged to watch their local newspapers for exact dates and details.

We appreciate the loyal friendship shown by so many women all over the State and wish to express a personal "thank you" to each one of you. We know that we are doing a vital work on the Campus for young men and women of whom we can all be genuinely proud. We have found that there is blessing for all of us as we share in this wonderful program of Christian Education as exemplified by Whitworth College.

—Mrs. Grant Dixon, Trustee Chairman
Auxiliary Promotion

Service Study Aims

BRATHOVDE, CARLSEN TAKE YEAR LEAVES

Two faculty members have chosen to take leaves from campus duties for the 1960-61 school year. Dr. James R. Brathovde and Assistant Professor James C. Carlsen plan other activities with the close of this semester.

Dr. Brathovde, Chemistry Department Head, will join the Atomic Energy Commission in Sandia, New Mexico in early June. He will be a consultant for research teams working on subjects related to crystallography, a field of extensive study by Dr. Brathovde.



Dr. James R. Brathovde

Professor Carlsen has been awarded a Danforth Foundation study grant which will enable him to begin his work toward a doctorate.



Professor James C. Carlsen

The Carlsens will leave Spokane for Evanston, Illinois where he will be studying at Northwestern University in the summer quarter.

Student Authors Ready LITERARY "PINES" TO HIT NEWSTANDS

The lofty prose and poetry of the Whitworth undergraduate writers has again been collected and will soon be published in the "Pines," 1960 edition.

Former "Pines" contributors and all friends of Whitworth will certainly be thrilled with the admirable level of skill which is evident in the work of the several contributors this year.

Want a copy of the "1960 Pines"? Your request and fifty cents, sent to Mrs. Donner, English Department, Whitworth College, Spokane 53, Washington will bring one . . . post-haste.

NOTE: To Old Friends

Mr. J. L. Oakes, former Business Manager and Treasurer of the College, wishes his friends to know—"Mrs. Bertha M. Oakes passed away June 11, 1959. Leonard C. Oakes, their son, died December 8, 1959."

Fee Raise Authorized

STUDENT COSTS ADVANCE FOR FALL

The Board of Trustees has announced a necessary increase in student charges for the 1960-61 school year. The increase is set at \$70.00 per year for tuition and \$30.00 per year for room and board. Total costs for the next school year are shown in the following table:

	Semester	Year
Tuition (includes college fees)	\$325.00	\$ 650.00
Student Association Fees	25.00	50.00
Room and Board (minimum)	290.00	580.00
(Other accommodations available at \$300.00 and \$325.00 per semester)		
Books and Supplies	30.00	60.00
(This is an approximate figure—it can be reduced by purchasing used books).		
Incidental expenses, personal spending	75.00	150.00
TOTALS	\$795.00	\$1490.00

College bills (tuition, fees, and room and board) are payable each semester at registration time. Students who wish to do so may use the monthly payment program offered through Tuition Plan, Inc.

Through this plan, costs may be spread over eight monthly payments. A small service charge is required and reasonable down payment is recommended. Further details on this plan may be had by writing to the Office of Admissions.

Twinkles, Two PRESENT ORIGINAL EASTER CANTATA

Two Tewinkles, C. Gary, Whitworth junior, and Joseph M., Jr., '55, presented their original cantata, "God's Great Gift," to enthusiastic audiences during the Holy Week.

Gary directed the program in his home church in Spokane. The church choir was augmented by several Whitworth choir members and Gary's father, Joseph, Sr. Simultaneously, in his church in St. Paul, Minnesota, Joe, Jr., was directing the choir of that church in the music.

TALENTED BROTHERS

Joe, Jr. is presently studying theology at the St. Paul Bible College. He was an outstanding student while on the campus, graduating in 1955. Gary is presently the College Choir President and is also the president-elect of the Student Body.

The two sons of Joseph, Sr., former principal of North Central High School in Spokane, have been at work on the composition for several months. It tells, musically, the "why" of Easter.



Spokane Sportswriters, Broadcasters

Honor Adams, '59 Gridders

Further honors were heaped upon Coach Sam Adams and his Evergreen Conference Gridiron Champs when the SWABS (Sportswriters and Broadcasters of the Inland Empire) voted Sam the "Coach of the Year" and the Pirates the "Team of the Year." Sam and Dick Moultrie, senior end, are shown above receiving the trophies from Bill Boni, representing the SWABS.

Cindermen Start Strong

TRACKSTERS TOP EARLY MEETS

The Pirates, defending Evergreen Champs, look good again! This view can hardly be avoided as the early season meets continue to be dominated by Whitworth track and field men.

Opening with competition in an indoor invitational at WSU, where the Bucs looked good, the track team continued to impress by placing first in the small college division of the Willamette Relays. They also tied with Eastern Washington for third in a quad meet which included WSU and the U. of Idaho.

In the first dual meet of the season the Pirates handled St. Martin's roughly, taking first in every event and running up a 113 to 17 meet score.

The Central Washington Wildcats proved strong and topped the Bucs 70-61 in a wind-swept meet. Even in losing the Pirates showed fair overall power.

Shaffer continues to set a new discus mark with each successive meet. Against Central he tossed the platter 167' 1". This is the best Whitworth and Evergreen distance.

GOLF BOGIES, TENNIS ACES IN OPENERS

Early-season golf matches find the Whits on the short end of a 1-2 record. However, Coach Alder's linksmen show potential for even in losing they have played strong matches and the match scores have been very even.

Better weather will afford the golfers more practice time which will undoubtedly sharpen them for actual conference competition.

The Pirate net team opened their season with a smooth win over the WSU squad, 5-2. Coach Cutter has extreme depth this season, having to schedule practice matches to keep his large, skilled crew occupied.

Defending champions, the Whitworth net squad have the power to go all the way.



Whitworth dominates St. Martin's . . . typical of afternoon!

FOLLOW the PIRATES!

- MAY 9—Tennis, Oregon St., Corvallis
- MAY 10—Baseball, Gonzaga, there
Tennis, U. of Portland, there
- MAY 12—Track, Eastern Wash., there
- MAY 13—Tennis, Gonzaga, there
- MAY 14—Baseball, Central, Ellensburg
- MAY 17—Baseball, Gonzaga, home
- MAY 20—Baseball, Conference play-offs
Tennis, Conference Meet, Tacoma
Track, Conference Meet, Tacoma
- MAY 21—ditto May 20 above
- MAY 27—Tennis, NAIA Dist., Ellensburg
- MAY 28—Track, NAIA, Dist., undetermined

Buc Baseballers Find

EARLY GOING SLOW POST 3-5 TAB

Six tune-up encounters and two Conference games have seen Coach Paul Merkel's horsehide crew post a 3-5 record. Errors, both mental and afield, have been the undoing of the Bucs. Whitworth pitchers, in the main, have tossed some good early-season ball.

Opening against SPC, the Pirates won, 10-5, in a wide-open fracas. From then on things looked dark as they dropped a doubleheader to the U. of Washington, a single game to the Idaho Vandals, a twin-bill to WSU.

In the first two Conference games Ray Washburn shut out Central Washington 4-0 and Tom Ingram posted a 7-2 win in the nightcap. In these two encounters the Pirates tightened up their fielding and began to live up to their potential.

Seven more Conference games plus six non-conference tilts remain on the schedule.

THE *Development* Story

by **DR. JAMES FORRESTER**

Vice President in Development

If there is one fixed point of reference by which Whitworth College may be guided in its curriculum, its faculty selection, its services to students and in its total long-range goals, it is the Christian conviction of its Trustees, Administration, Faculty, Students, and Alumni. Whitworth is worthy of its constituency because it is true to its trust without being merely servile to a single pressure group. Its character is not attested by peripheral attachments of a religious character but by a deep and spontaneous response to Christ as being "the Way, the Truth, the Life."

Whitworth College deals in the currency of reality in all the dimensions of its life—spiritual, educational, and economic. We do not delude ourselves into believing that our future is automatically assured. We are planning and working to meet our budgetary requirements so that we can keep our splendid faculty and make expansions where they are necessary. The long-range view requires that many persons will write us into their wills, make us beneficiaries of insurance policies, or provide us with large endowment which will underwrite our professional chairs for the future.

Across the State of Washington the Women's Auxiliary Chapters of the College are coming into being. Business and professional men are pledging themselves to give us help and the Faculty are thinking in the future tense. A great team effort is being born which has the destiny of Whitworth as its stake.

As we come to Commencement, we are grateful for the scores and scores of persons who have regularly helped month by month during the year and who we know hold Whitworth before God in their prayers. Such faithfulness is deeply moving to all of us because we recognize that there is much truly sacrificial giving from friends whose deep concern is that we shall be the best that we can be.

We have estimated that for each student enrolled we will need this year an additional \$25.00 per student beyond our present *anticipated* income. There could be no more productive investment than this in America today!

ALUMNI ASSOCIATION

Whitworth College

Spokane 53, Washington

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Miss Estella Baldwin
Whitworth College
Spokane, Washington

Dr. Trueblood has said in his *The Idea of a College*, "the deepest reason for a college is an unrealized ideal." We are under tension in Whitworth to the ideal of Christian manhood and womanhood. We share their going out to bring to our culture and our technologically-competent generation the missing dimension of the spirit by which comes sanity and true progress.

New Horizons Reached

CHRISTIAN COLLEGE SUNDAY FILLS 42 SYNOD PULPITS

To represent Whitworth, forty-two faculty members, administrators, alumni and students occupied pulpits throughout the Synod of Washington in the annual observance of Christian College Sunday by the College.

Officially the day is Sunday, April 24th. But, due to conflicts, several of the assignments were filled on Sunday, May 1st, instead. The number of churches inviting College speakers, by Presbytery, are: Bellingham, 5; Columbia River, 4; Olympia, 5; Seattle, 14; Spokane, 7; Walla Walla, 8; and Wenatchee, 5.

LITERATURE USED, TOO

Further information on the observance of this special Sunday is furnished the churches in the form of a Christian College Bulletin cover, published by the College. Nearly 27,000 copies of this printed piece were used in churches in Washington, Idaho and California.